2011-12
SSPBT Annual Program Review Update

GENERAL INFORMATION

PROGRAM NAME: (Double-click in the green box to enter information)

Transfer Center APRU Form 2012 (6/27/2011 to 5/9/2012)

NAME: Name of person or persons that completed this APRU form.

Patricia Rios Gibson

I. PROGRAM DESCRIPTION

A. What are the primary support purposes of this program? (Choose (x) all that apply)

x	Basic Skills	x	Access		Learning Resources
x	Degree	x	Success		Academic Services
x	Transfer	x	Retention		Personal Enrichment
x	Career/Technical	x	Persistence		Student Cohort

x	Other	(Explain)	Emphasis is placed on students historically and currently underrepresented in the transfer process.

B. What is the **Mission Statement** for this program?

The mission of the Transfer Center(TC)is to facilitate transfer by providing services to students in collaboration with on campus, and university partners. Priority emphasis has been placed on students historically and currently underrepresented in the transfer process.

C. How many students does this program serve? (Approx. annually unduplicated)

1,302 plus duplicated count 1,865 = 3,157 total students served

D. Identify and describe (briefly) this program's relationships and colaborations with other college programs:

The TC collaboates with Counseling Center through out the academic year. In the summer quarter the TC closes and the staff focus on seeing students in the Counseling Center and providing Getting Started Worshops for new students.   During the first week of every quarter, the TC staff supports Counseling Center by doing "triage". The TC staff along side the Counseling and SSRS staffs see students in the triage room and asses their needs first. The TC staff can often help the student by answering a quick question, thus saving the student from having to wait long. The TC Counselor is pivitol in the TAG process providing workshops and screening of TAGS along with The Articulation and Transfer Services Coordinator. The TC staff are a campus wide resource for any faculty/staff/administrator or presentations regarding transfer. La Voz the DAC Campus Newspaper have asked for help in understanding the changes in SJSU Admission Policy. They have also interviewed the TC Counselor for some articles on these changes. The TC Counselor has provided interviews wilth SJSU Spartan Daily, and the San Jose Mercury News regarding many topics related to transfer.

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IIA. PROGRAM SERVICES

Click on the "List of Services" tab at the bottom of this sheet.

IIB. SERVICE DESIGNATIONS

Click on the "Service Designations" tab at the bottom of this sheet.

III. OUTCOMES ASSESSMENT - INSTRUCTION

(Skip Section III and go to **Section IV** if there is no curriculum offered in this program)

A. Which SLO statements did you assess in 2011-12?

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

C. What additional resources are needed to implement the enhancement/improvements plans?
(Please give a very brief overview - details will be asked for in Section VI)

D. What are your **SLOAC** plans for 2012-13?

IV. OUTCOMES ASSESSMENT - SERVICES

A. Which SSLO statements did you assess in 2011-12?

1. By attending a CSU Application workshop students will report an increase in their knowledge and skills for completing the CSU online application. 2. Student will be able to state their transfer goal and complete a Student Educational Plan after an appointment with a Transffer Center Counselor and or Advisor. 4. By attending a UC Application workshop students will report an increase in their knowlege and skills for completing the U online application.

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

For SSLO numbers 1 and 4, a post workshop evaluation was given out during the Fall Quarter 2011. The evaluation assesed the students' increased knowledge and ability to complete and submit the online UC or CSU application. When asked if the workshop increased their knowledge of the procedures required to submit the CSU online application, an overwhemlimng number 86% marked STRONGLY AGREE or AGREE to that question. When asked the same question, 90% of UC workshop students, marked AGREE or STRONGLY AGREE.. Many students who completed the assessment wrote additional comments such as : "informatiave", "very helpful", "great information", "excellent",one mentioned that the UC Application Workshop went "way beyond my expectations" another wrote in for the CSU workshop "awesome!" Many other comments were directed at the Counselor such as: "very helpful", "enthusiastic", "energetic","great attitude","great energy", "fun and happy". In reflecting on this SSLO assessment two points come clear. One, is the need our students have for concrete answers to their application questions. Two, it is not enough to simply give out the information. Students are looking for a safe place to ask the questions they feel might be too "basic". To be effective with the transfer population, you must offer specific, concrete, and visual advising/counseling and equally important is that safe quickly formed community in which to feel comfortable to ask questions. With the student feedback we know the Application Workshops are doing just that. SSLO number 2. Student Educational Plan (SEP) were completed on 44 students who had appointments in the TC with the TC counselor. Although 130 appointments were held it is clear that not all students requried an SEP everytime they had an appintment. The SLO does not account for the reasons that students see the TC Counselor on an appointment(personal, academic, career, letter of recommendations, etc.). In the coming academic year we will continue to do an SEP on all students seen by appointment, that is essential in tracking thier academic progress.

D. What are your **SSLOAC** plans for 2012-13?

Fall 2012

V. CURRENT TRENDS/CHALLENGES

A. What does the near future portend for this program?

B. What are the challenges for this program?

The full time TC staff (1 counselor and 1 Academic Advisor) will need to zero in to really assess all the funcitons and focus on those that are deemed essential to students.

C. What are the opportunities for this program?

1. Examining ways we can reach more students with less staff. This challenge requires an examination of all possible ways of getting transfer advising/counseling to students with most productive use of staff resources. Exploring social media would be an new the TC could out reaching to students. 2.This is an opportunity for

D. Does this program anticipate rapid change, slow change, no change, or other?

With an increase of students choosing to go out of state for their transfer institutions it will be necessary to better serve this population. Understanding the transfer requirements and building bridges for our students will need to happen. With out of state universities offering more financial aid and scholarships the cost rivals that of a UC. We will need to make sure our most needy students are aware of these options. As well as cost students are more stressed about transferring. With SJSU changing admission requirments and having impaction status, UC and CSU increasing tuition, they have good reason to be concerned. TC staff must be able to address these concerns in groups as well as one on one. We will have to help students look beyond SJSU. For many that live in the feeder area and can not leave this presents a big challenge. Students will need to be takes time and effort and with so little staff it will be difficult.

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E. Are there any amendments to this program's 2008-09 Comprehensive Program Review? (CPR)

no

F. Explain what changes or revisions you have made, if any, to your services based on results of last year's program review update (2010-11).

The first attempt to evaluate our CSU and UC App workshops was not effective. We were trying to measure whether the students successfully applied to the CSU or UC after the workshop by contacting them by email during early Spring qtr. We received a negligent amount of responses. By altering the SLO to measure more of the students confidence in applying we were better able to understand if the workshop was successful. We learned that to reach majority of studetns the evaluation had to take place during the workshop itself. The new SLO reflects that change.

G. Explain anything that should be known about this program that hasn't been asked.

41% of all TAGS submitted to the UC reviewed for the 2011-2012 academic year were completed by the Transfer Center Counselor. Fall Quarter 2011 TC counselor facilitated 25 UC/CSU Application Wokshops. Spring 2012 TC staff outreached to 421 High School students/parents during the De Anza College open house. The TC has faced termendous loss of staff in recent years. The Center has been without a coordinator/director since 2008. The program has lost the following positions in recent years: Full time receptionist (cover front desk, student sign in, answer phone etc.direct student flow) Full time Transfer Center Coordinator (provided direction, focus, monitor budget, interface with four year institutions, organized work schedules, represented DAC at regional Transfer Center Diretor meetings,etc.) 1 full time Academic Advisor, 1 full time Administrative Assistant.

VI. RESOURCE REQUESTS

A. <u>Personnel Requests:</u> Please submit the **top three** personnel requests in ranked order: (If there are more than three personnel requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

<u>Program Position Priority #1:</u>(Check (x) appropriate boxes)

Faculty		Staff	x	Administration	
Full-Time	X	Part-Time		Est. Cost:	**$30,000**

Priority #1 position name:

Transfer Center Administrative Assistant (100%)

Brief description: (new or replacement from retirement or resignation)

Currently the Administrative Assistant is 50% time in the Transfer Center.

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

The absence of an adminstrative full time has had an impact on the ability of the Transfer Center to function at its best. Services affected include, the coordination of four year university representative visits which are an essential part of the colleges mission to support transfer. This service requires a consistent staff person that college representatives know and can rely on to do all possible to make their visit productive for studetns and the institution they represent. The Admin. maintains records,handles all publicity on campus, schedules rooms, request parking permits, is contantly reaching out to draw more and varied reps to the De Anza Campus. The other services affect include data collection, updating resources in the TC, posting frequently changing information on rep visits on the Transfer Center web page, creating flyers and brochures, organizing Transfer Day and other events.

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Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

x	**Critical**		**Important**		**Nice to have**

Program Position Priority #2:(Check (x) appropriate boxes)

Faculty		Staff		Administration	
Full-Time		Part-Time		Est. Cost:	

Priority #2 position name:

Brief description:(new or replacement from retirement or resignation)

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

	Critical		**Important**		**Nice to have**

Program Position Priority #3:(Check (x) appropriate boxes)

Faculty		Staff		Administration	
Full-Time		Part-Time		Est. Cost:	

Priority #3 position name:

Brief description:(new or replacement from retirement or resignation)

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

	Critical		**Important**		**Nice to have**

B. Equipment Requests: Please submit the top three program equipment requests in ranked order: (If there are more than three equipment requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

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<u>Program Equipment Priority #1:</u>

Est. Cost:

Priority #1 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

	Critical		**Important**		**Nice to have**

<u>Program Equipment Priority #2:</u>

Est. Cost:

Priority #2 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

	Critical		**Important**		**Nice to have**

<u>Program Equipment Priority #3:</u>

Est. Cost:

Priority #3 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

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Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical	**Important**	**Nice to have**

C. <u>Facility Requests</u>: Please submit the top three facilities resource requests in ranked order:(If there are more than three facilities requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Facilities Priority #1:

Est. Cost:

Priority #1 project name:

Brief description:(new, remodel, relocation)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical	**Important**	**Nice to have**

Program Facilities Priority #2:

Est. Cost:

Priority #2 project name:

Brief description:(new, remodel, relocation)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical	**Important**	**Nice to have**

<u>Program Facilities Priority #3:</u>

Est. Cost:

Priority #3 project name:

Brief description:(new, remodel, relocation)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical	Important	Nice to have

D. <u>Professional Growth Resource Requests</u>: In the space below, identify any professional growth initiatives that need additional funding. Include whether the needs are related to technology (hardware/software), the discipline, legal matters, District/College operations, Research/Innovations in the classroom, office, operations, etc. (List in ranked order)

Est cost of #1	Est cost of #2	Est cost of #3

Rationale: How will each professional growth initiative resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for

Based on the needs of this program, check (x) whether each of the **top three** requests are considered to be "Critical", "Important" , or "Nice to have". (Check only one per request)

Professional Growth Initiative request #1:

Critical	Important	Nice to have

Professional Growth Initiative request #2:

Critical	Important	Nice to have

Professional Growth Initiative request #3:

Critical	Important	Nice to have

E. <u>Operating Resource Requests ('B' augmentations)</u>: In the space below identify any additional operational funding needs. (List in ranked order)

Est cost of #1	Est cost of #2	Est cost of #3

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Rationale: How will each additional operational resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for each item?

Based on the needs of this program, check (x) whether each of the **top three** requests are considered to be "Critical", "Important" , or "Nice to have". (Check only one per request)

Operational budget request #1:

	Critical		Important		Nice to have

Operational budget request #2:

	Critical		Important		Nice to have

Operational Budget request #3:

	Critical		Important		Nice to have